

## Rains Centenary Elementary

3549 South Highway 501  
Mullins, SC 29574

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	289 Students	
<b>Principal</b>	Melissa McCloud	843-423-4920
<b>Superintendent</b>	Dr. Everette M. Dean, Jr.	843-423-2891
<b>Board Chair</b>	McKeiver Williamson	843-423-6545

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	57	35

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Unsatisfactory	Below Average	No
<b>2006</b>	Unsatisfactory	Below Average	No

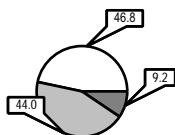
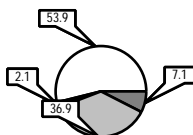
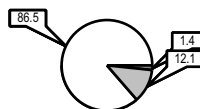
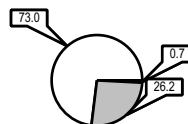
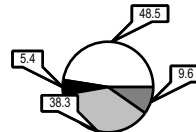
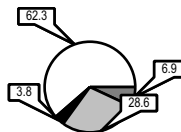
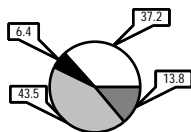
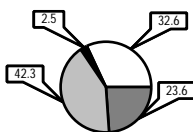
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	153	99.3	46.1	44.0	9.2	0.7	18.4	No	Yes
<b>Gender</b>									
Male	75	98.7	49.3	40.6	8.7	1.4	14.5	N/A	N/A
Female	78	100.0	43.1	47.2	9.7	0.0	22.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	142	99.3	47.4	42.9	9.8	0.0	18.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	122	100.0	39.5	49.1	11.4	0.0	21.9	N/A	N/A
Disabled	31	96.8	74.1	22.2	0.0	3.7	3.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	153	99.3	46.1	44.0	9.2	0.7	18.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	153	99.3	46.1	44.0	9.2	0.7	18.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	141	99.3	48.1	42.6	8.5	0.8	15.5	No	Yes
Full-pay meals	12	100.0	25.0	58.3	16.7	0.0	50.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	153	100.0	53.5	36.6	7.0	2.8	18.3	No	Yes
<b>Gender</b>									
Male	75	100.0	58.6	32.9	4.3	4.3	15.7	N/A	N/A
Female	78	100.0	48.6	40.3	9.7	1.4	20.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	142	100.0	53.7	36.6	7.5	2.2	18.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	122	100.0	44.7	43.9	8.8	2.6	21.9	N/A	N/A
Disabled	31	100.0	89.3	7.1	0.0	3.6	3.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	153	100.0	53.5	36.6	7.0	2.8	18.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	153	100.0	53.5	36.6	7.0	2.8	18.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	141	100.0	56.2	34.6	6.9	2.3	16.2	No	Yes
Full-pay meals	12	100.0	25.0	58.3	8.3	8.3	41.7	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	153	100.0	86.6	12.0	1.4	0.0	1.4
<b>Gender</b>							
Male	75	100.0	85.7	11.4	2.9	0.0	2.9
Female	78	100.0	87.5	12.5	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	142	100.0	85.8	12.7	1.5	0.0	1.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	122	100.0	83.3	14.9	1.8	0.0	1.8
Disabled	31	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	153	100.0	86.6	12.0	1.4	0.0	1.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	153	100.0	86.6	12.0	1.4	0.0	1.4
<b>Socio-Economic Status</b>							
Subsidized meals	141	100.0	86.9	12.3	0.8	0.0	0.8
Full-pay meals	12	100.0	83.3	8.3	8.3	0.0	8.3

<b>Social Studies</b>							
All Students	153	99.3	73.0	26.2	0.7	0.0	0.7
<b>Gender</b>							
Male	75	98.7	71.0	27.5	1.4	0.0	1.4
Female	78	100.0	75.0	25.0	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	9	88.9	I/S	I/S	I/S	I/S	I/S
African American	142	100.0	71.6	27.6	0.7	0.0	0.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	122	100.0	67.5	31.6	0.9	0.0	0.9
Disabled	31	96.8	96.3	3.7	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	153	99.3	73.0	26.2	0.7	0.0	0.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	153	99.3	73.0	26.2	0.7	0.0	0.7
<b>Socio-Economic Status</b>							
Subsidized meals	141	99.3	72.1	27.1	0.8	0.0	0.8
Full-pay meals	12	100.0	83.3	16.7	0.0	0.0	0.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	32	100.0	34.5	41.4	24.1	0.0	24.1
	4	47	100.0	60.0	33.3	6.7	0.0	6.7
	5	43	100.0	71.8	25.6	2.6	0.0	2.6
	6	32	100.0	71.0	22.6	6.5	0.0	6.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	95.0	33.3	40.0	26.7	0.0	26.7
	4	34	100.0	34.4	56.3	9.4	0.0	9.4
	5	54	100.0	44.2	50.0	5.8	0.0	5.8
	6	45	100.0	61.9	28.6	7.1	2.4	9.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	32	100.0	37.9	51.7	10.3	0.0	10.3
	4	47	100.0	68.9	22.2	8.9	0.0	8.9
	5	43	100.0	64.1	33.3	2.6	0.0	2.6
	6	32	100.0	35.5	61.3	0.0	3.2	3.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	50.0	50.0	0.0	0.0	0.0
	4	34	100.0	59.4	31.3	6.3	3.1	9.4
	5	54	100.0	57.7	34.6	3.8	3.8	7.7
	6	45	100.0	45.2	38.1	14.3	2.4	16.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	32	100.0	75.9	24.1	0.0	0.0	0.0
	4	47	100.0	86.7	11.1	2.2	0.0	2.2
	5	43	100.0	89.7	10.3	0.0	0.0	0.0
	6	32	100.0	74.2	22.6	0.0	3.2	3.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	75.0	25.0	0.0	0.0	0.0
	4	34	100.0	75.0	25.0	0.0	0.0	0.0
	5	54	100.0	94.2	1.9	3.8	0.0	3.8
	6	45	100.0	90.5	9.5	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	32	100.0	69.0	31.0	0.0	0.0	0.0
	4	47	100.0	57.8	42.2	0.0	0.0	0.0
	5	43	100.0	87.2	12.8	0.0	0.0	0.0
	6	32	100.0	58.1	35.5	3.2	3.2	6.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	68.8	31.3	0.0	0.0	0.0
	4	34	100.0	65.6	34.4	0.0	0.0	0.0
	5	54	100.0	86.5	13.5	0.0	0.0	0.0
	6	45	97.8	63.4	34.1	2.4	0.0	2.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 289)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Up from 2.4%	4.0%	2.8%
Attendance rate	96.9%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.1%	0.0%	0.0%
Eligible for gifted and talented	0.6%	Down from 1.9%	3.4%	10.4%
On academic plans	90.8%	N/AV	47.9%	33.6%
On academic probation	0.0%	N/AV	2.1%	1.0%
With disabilities other than speech	9.2%	Down from 10.6%	7.5%	7.5%
Older than usual for grade	2.3%	Down from 2.4%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	81.0%	Up from 52.4%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.7%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.3%	0.0%
Teachers returning from previous year	81.4%	Up from 76.9%	82.8%	87.3%
Teacher attendance rate	94.6%	Down from 96.3%	94.5%	94.9%
Average teacher salary	\$37,875	Up 5.1%	\$41,599	\$42,485
Prof. development days/teacher	17.9 days	Up from 14.5 days	15.0 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 14.3 to 1	16.4 to 1	18.6 to 1
Prime instructional time	85.3%	Down from 90.0%	88.0%	89.7%
Dollars spent per pupil*	\$9,181	Down 11.4%	\$7,931	\$6,557
Percent of expenditures for teacher salaries*	49.3%	Down from 53.0%	59.5%	64.0%
Percent of expenditures for instruction*	58.1%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Thank you to the faculty, staff and students of Rains-Centenary for working so hard to make this year a success. While we continue to be concerned with our PACT scores, we are working hard to increase student achievement. This year we implemented a variety of programs designed to promote positive student behavior and academic achievement.

We have revised and continue to implement our school-wide discipline plan in which students are expected to S.O.A.R. (be sensitive, organized, attentive and responsible). Students caught soaring can earn "caught soaring cards" or school bucks. School bucks can be used to receive rewards like free entry into movie day, school games, books etc. We also continue to recognize students and their achievements each nine weeks with an awards assembly in which we encourage our parents, board members and community members to support our students and their achievements.

MAP (Measure of Academic Progress) was fully implemented this year as a quarterly benchmarking program in grades 2-6. Teachers were able to use information from M.A.P to individualize instruction based upon the specific needs of students through vertical flexible grouping of students for instruction daily.

We continued implementation of Everyday Math and Sunshine Math as research-based math programs designed to promote higher-level math skills in grades K-6.

We continued to promote early literacy through our Reading First Grant, which provided us with a Literacy Coach in grades 4K-3. In conjunction with 21st Century schools, RCE also continued to provide free after-school and summer school programs for students needing more remediation. We were able to offer students karate, chorus, African drumming etc. Americorps, also continue to provide tutorial services during the school day for students in grades 3-6 in need of additional assistance.

Our partner in education is Vulcan Materials Company, which continues to support our efforts to S.O.A.R. The members of this company have assisted with our Veteran's Day Tribute. They've promoted academic success and provided guidance by serving on the School Improvement Council. They've assisted us with supplies and incentives to recognize student and teacher achievement. Thanks to our PTO and our business partner Vulcan Materials, we were able to take a school-wide field trip to the Alabama Theater and to the House of Blues for Lunch.

Thank you to the parents, faculty/staff, students and community members for your unwavering support. Through team effort and hard work our children gain the knowledge needed to be successful and productive members of society.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	49	40
Percent satisfied with learning environment	87.0%	87.2%	90.0%
Percent satisfied with social and physical environment	87.0%	87.2%	74.4%
Percent satisfied with school-home relations	65.2%	87.8%	94.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.